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ABSTRACT

The purpose of the Tennessee Dissemination Capacity Building Project was to build an information acquisition, retrieval, and referral system. This system, known as Project Support, provided information models in order to foster a capacity for a comprehensive State Department of Education dissemination system. The dissemination system provided information to local school system personnel and department personnel in a usable format and within a time frame necessary for responding to immediate needs. The activities of the project and department have focused on providing technical assistance to practitioners in the use of information. The project has also used the teacher centers in the state as linkers. An advisory committee was also established to provide assistance in the implementation of the project. After an introductory overview of these activities, a detailed comparison is provided of dissemination activities in Tennessee before 1978 and at the conclusion of the grant. This is followed by a discussion of the institutionalization of dissemination activities, the approach to equity issues, and the effects of the project. Findings and recommendations derived from the dissemination project are then enumerated and discussed. A bibliography is included, and supporting materials are appended, along with a description of Tennessee's Career Ladder Program. (TE)

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FINAL REPORT

ED265671

Project Number 8-0922
Grant Number NIE-G-78-0199

Tennessee Dissemination Capacity Building Project

Tennessee Department of Education
Career Ladder Division
111 Cordell Hull Building
Nashville, Tennessee 37219

November 1, 1985

ED 015 216

Final Report

Project Number 8-0922
Grant Number NIE-G-78-0199

Tennessee Dissemination Capacity Building Project

Tennessee Department of Education
Career Ladder Division
111 Cordell Hull Building
Nashville, Tennessee 37219

November 1, 1985

The research reported herein was performed pursuant to a grant with the National Institute of Education, U. S. Department of Education. Contractors/Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.

Robert L. McElrath
COMMISSIONER

TENNESSEE
STATE DEPARTMENT OF EDUCATION
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NASHVILLE 37219

November 13, 1985

Dr. Arch Steiner
Project Director
National Institute of Education
1200 19th St., N. W.
Room 822
Washington, D. C. 20208

Dear Dr. Steiner:

Enclosed please find an original and eleven copies of the final report for the project entitled, "Tennessee Dissemination Capacity Building Project". This capacity building grant was funded under Project Number 8-0922 and Grant Number NIE-G-78-0199.

The final report discusses the efforts of the Tennessee Department of Education in building a capacity for dissemination of information to various educators. The activities of the project and the Department have focused on providing technical assistance to practitioners in the use of information. As you are aware, dissemination of timely and current information is of the utmost importance in implementing Tennessee's Better Schools Program, especially the Career Ladder Program.

I wish to express my appreciation for your assistance in helping us build this dissemination capacity.

Sincerely,

Robert L McElrath

Robert L. McElrath
Commissioner

Tennessee Capacity Building Dissemination Project

Tennessee Department of Education

Final Report

Grant or Contract Number: NIE G-78-0199

Project Number: 8-0922

Period: November 1, 1978 to June 30, 1984

Date of Submission: November 1, 1985

Name of Agency: Tennessee Department of Education

Title of Project: Tennessee Dissemination Capacity Building Project

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NIE Project Officer: Dr. Arch K. Steiner

Report Prepared by: Dr. George Malo

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ABSTRACT

The purpose of the Tennessee Dissemination Capacity Building Project was to build an information acquisition, retrieval, and referral system. This system, known as Project Support, provided information models in order to foster a capacity for a comprehensive State Department of Education dissemination system. The dissemination system provided information to local school system personnel and Department personnel in a usable format and within a timeframe necessary for responding to immediate needs. The project also provided a foundation for the dissemination of information for new programs such as the Career Ladder Program, the Computer Skills Program, and other programs in Tennessee's Better Schools Program.

Project SUPPORT is part of the Office of Research and Development. In this Office, the project has been able to keep abreast of current educational happenings.

The activities of the project and Department have focused on providing technical assistance to practitioners in the use of information. Using the Department's field staff as linkers, the Department has been able to assist school systems in the use of various practices and ideas. The project has also used the teacher centers in the state as linkers. An advisory committee was also established to provide assistance in the implementation of the project.

INTRODUCTION

Overview

Over the past several years, dissemination in Tennessee has grown from a fragmented delivery of services to a coordinated communications network. The then existing dissemination efforts included information activities with very little emphasis on coordination, linkage, and leadership. By building a capacity for dissemination, the Tennessee Department of Education is now providing comprehensive services to various educators.

In November of 1978, the Tennessee Department of Education received a dissemination capacity building grant from the National Institute of Education. The resultant dissemination project, known as Project SUPPORT, is housed in the Office of Research and Development. This Office is responsible for maintaining various school statistics and research findings, assisting in the synthesis of current research, and developing new programs.

Definition of Problem

Prior to July of 1975, there was no organized dissemination component in the Tennessee Department of Education. Upon completion of a project funded by a National Institute of Education dissemination special purpose grant in June 1977, the Department had recognized several problem areas to which such an organized component

could respond. A direct outcome of the special purpose grant was a dissemination plan designed to demonstrate a coordination of activities addressing a full range of resources including data, documents, products, and technical expertise. This planning phase allowed the State Department of Education to assemble representatives of those areas which were important elements of the total resource base but were functioning in a manner that led to a fragmentation of effort.

In Tennessee, as in many other states, there was a need for relevant information, technical assistance, and support for schools which were trying to improve their instructional process. The Department believed that one step toward finding an effective solution for an educational problem required integration of available resources with motivation for innovative approaches to problem solving. However, there was a noted lack of access to resources and, in turn, a lack of familiarity with efficient utilization of available resources. The Tennessee Department of Education was not in a position to identify alternative practices, programs, or processes to meet specific needs nor to assist local school systems in evaluating viable alternatives to meet their needs.

Needs of Tennessee in relation to a formal dissemination program were assessed, in part, by the special purpose grant. A special advisory committee was established under this grant. This committee unanimously agreed that

the Tennessee Department of Education, in cooperation with other agencies, needed to build the capacity to disseminate information about educational research, exemplary programs, and promising new practices. Resources in the Department were assessed during this time. As evidenced in the findings of the assessment, many activities were occurring through various resources; however, there was little coordination of dissemination efforts.

Approach to Problem

The basic purpose of the capacity building project was to design a Tennessee educational dissemination system which addressed itself to the dissemination needs of the State. Through coordinated efforts, a generalized program could be developed capable of serving categorical needs as well as creating a comprehensive dissemination system.

A review of related research on dissemination and state capacity building projects already in existence provided insights for activities of Tennessee's project. In implementing the dissemination project, considerations were given to 1) soliciting support form the chief policy-makers of the State Department as well as from those who head programs having dissemination as a major component, 2) establishing a comprehensive or centralized information base, 3) providing relevant and timely information, and 4) establishing a network of dissemination linkers.

Since the project was to promote educational improvement at the practitioner level through providing information necessary for a change process, research related to change and communications was studied. One focus of the project was on the change process steps which conform to the three-level definition of the Dissemination Analysis Group (DAG, 1977). These steps for dissemination are 1) spread, 2) exchange and choice, and 3) implementation. Communication with various audiences would depend on the level of dissemination and is a vital element (Rogers and Shoemaker, 1971). Thus, the communication of the project with its audiences and clients considered different processes and purposes dependent upon the level of dissemination addressed.

Dependent upon the needs of the clients (or receivers of information), dissemination can take on different forms. In some cases, an awareness of information may be sufficient to address a need while in other cases technical assistance in the application of an idea may be required. Generally, the types of comprehensive dissemination services offered by the project included: 1) the spread or one-way communication of information to a client, 2) an exchange of information between the project and the client, 3) assistance in the selection of information which is to be applied in practice, and 4) assistance in the implementation of an educational improvement or idea.

PROJECT ACTIVITIES

Goals and Objectives

The goals and objectives addressed the development of an information acquisition, retrieval, and referral (ARR) system, a linkage system, and a communications exchange system. State Department activities for accomplishing the objectives can be classified into three areas of organization - information and resource activities, linker activities, and leadership activities.

An advisory group to Project SUPPORT was also established to assist in the accomplishment of the objectives. The membership of this group consisted of teachers and other local school system personnel, higher education personnel, State Department staff, and legislators. The advisory group provided strategies for various activities, suggested needed activities or objectives, and evaluated the progress of the project. Appendix A contains a listing of the advisory group.

Information and Resource Activities

In accomplishing the goal of providing an ARR system, the first years of the project were devoted to acquiring resources, developing procedures, and providing for the dissemination of information to Department staff, local school personnel, and the general public. Throughout the

continuation of the project and the institutionalization of its activities, the ARR system was refined and expanded.

A major activity of Project SUPPORT was to address the problem of fragmented and uncoordinated resources in the Department. The Department had, at the time of the project beginnings, a state media center offering resources to educators throughout the state; a complete Educational Resources Information Center (ERIC) collection; a news bureau responsible for gathering and dissemination of information appropriate for the public; jurisdiction over a state library and archives; several dissemination activities through Title IV-C, vocational education, compensatory education, community education, special education, and Right to Read; and numerous human resources in the central office and the nine field offices.

By building upon the information in the Office of Research and Development the project was able to develop an information acquisition, retrieval, and referral system. This system classified various information and materials by maintaining a summary with the name of the Department contact person who can provide more detailed explanations or by maintaining a complete file. Thus, the project would act as a clearinghouse either by directing users to a person knowledgeable in the area should one want more than a summary or by providing the user with a package of information should no Department human resource be

available. Appendix B contains a listing of the various file categories in the ARR system.

Through the ARR system, the Department now has an information center which has access to various electronic networks. The Department is now capable of on-line computer searching of various data bases such as ERIC or Dissertation Abstracts through the DIALOG information services. As searches for specific information were requested, Project SUPPORT was able to build upon its existing files. The Department also has electronic access to the SOURCE and SPECIALNET for providing users with current information on educational happenings and for electronically communicating to its nine district offices and the 141 school systems in the State.

Project SUPPORT staff also identified current issues in education and prepackaged information to be placed in the resource base of the ARR system. Through workshops and mailings, the staff would provide users with relevant topics of concern. Materials packaged from requests for similar information would also be maintained as relevant information. For example, identification of and requests for information on microcomputers in education led to the development of a microcomputer guide for educators. This guide was developed as a coordinated effort of Project SUPPORT and the Office of Research and Development. Project SUPPORT was also responsible for initiating mailings and scheduling workshops in the use of computers for various

educational audiences. Project SUPPORT also provided the Department with much needed information on incentive pay systems. This information assisted in the development of the Career Ladder Teacher Evaluation System which is now being implemented in the State. Appendix B also contains a sample list of available information to users.

The ARR system also maintained a human talent bank. This resource was particularly useful to school systems in implementing microcomputer activities. Appendix B contains a sample page from the talent bank.

Linker Activities

The objectives of linker activities were to support the utilization of the ARR system through communication and information exchange procedures and to develop a communications exchange system to facilitate the flow of information between knowledge producers and knowledge users. During the early stages of the project, central office staff, field staff from each of the nine decentralized state offices, and the ten teacher centers located in different sections of the state helped in the identification of needs of local school systems, in problem solving, and in the provision of technical assistance.

As the Department began building its capacity for the dissemination of information, the role of the linkers and of the project communications focused on awareness activities of Project SUPPORT. As the project progressed and users

were more aware of Project SUPPORT, the linkers also began to assist users in the use of information. Appendix C contains a model used by the project for identification of the use of the project. This model has helped to facilitate the flow of information by identifying the stages of the various users. Knowledge of the levels of various users have helped the project staff, as well as the linkers, to provide a higher level of assistance to users. As users entered the acceptance stage of the project, they were solicited as secondary linkers for spreading information to their colleagues.

The project used the ten teacher centers in the state to establish a network at the grass roots level. The ten teacher centers work with over twenty of the 141 school systems in the state. This type of linkage proved quite successful since the centers could provide the teacher or administrator with assistance in the use of the information disseminated. The project staff met on a regular basis with the directors of the centers to identify the information needs and the strategies for assisting the user. For systems not served by a teacher center, the project maintained communications through various contacts named by the school systems and through the district office staff. Training sessions during teacher center network meetings were held to assist center directors. A major linker training session was also held for the center directors and policy board members, higher education staff, district

office staff, and school system staff. Appendix D contains the program agenda for this training.

The Department has presently expanded and refined this linkage network to include not only the original groups but new groups more specific to the nature of information being disseminated. As the Better Schools Program began to be implemented, information needed to be disseminated to all educators in the state. Since teachers and administrators were primary audiences for this school improvement information, a teachers' study council was formed by the Department. This council represents all teachers in the state and is structured such that every school building has a representative to disseminate information to teachers in the building. The Department trains district representatives who in turn train the building representatives in the dissemination of various information. The Teachers' Study Council also provides input to the Department for improving the Career Ladder Program, as well as the other components of the Better Schools Program. This communication network has linked teachers with the same information and has provided interpretation of the information as questions arise.

The Department has also reorganized the district offices in order to better link the schools with Department information, school improvement research, and other communications. The state has nine district offices each with a six-member team. Each school system in the state is

visited once a week by a team member. Each team member receives input from the school system and provides information and assistance in the use of that information. District team members have access to an electronic communications network and meet on a regular basis to receive training in current issues. For example, the teams were trained in the use of a state model for local evaluation. Each team member then trained a group of local school system personnel in the use of the model. Thus, the role of each district team member has changed from a provider of information to one which provides assistance in the implementation of an educational improvement or idea.

The Department has now built the capability to identify and train linkers in specific areas of need. These linkers are identified by their particular expertise. For example, as the Computer Skills Program was being implemented nine school system personnel were identified to be trained and act as linkers for the program. These persons in turn work with local school systems to provide implementation assistance in the the use of microcomputers in the school. Similarly, the evaluators in the Career Ladder Program have also been trained to provide orientation and information to teachers and administrators concerning the program and school improvement.

Leadership Activities

Activities for building Departmental leadership have now focused on assistance in the implementation of an educational improvement or idea. As this leadership was being developed, the Department provided information to various audiences and exchanged information. These awareness activities provided users with needed information but did not encourage the user to implement change, if needed. Appendix E provides samples of information provided to schools about Project Support.

Moving from this lower level of dissemination, the Department then began to provide assistance in selection of processes or practices. Workshops and conferences were held to acquaint users with various practices. Assistance was given in the identification of needs in order to identify a possible solution from among several choices. Through the teacher centers, the project has been able to see that information was used. As a follow-up to teacher center activities, the project sponsored an ERIC usage seminar for teacher center directors and school librarians. The project has worked closely with the Tennessee Facilitator Project housed at the University of Tennessee and the Appalachia Educational Laboratory in order to provide this level of assistance. Project SUPPORT has co-sponsored an annual statewide educational fair. At this fair, practitioners present ideas and practices which have worked for them. The

fair also provides practitioners with the opportunity to review and discuss exemplary programs.

Over the past few years, the Tennessee Department of Education has evolved from a regulatory agency to a leadership agency. With the reorganization of the district offices, as discussed earlier, and through the Better Schools Program, the Department has be able to go beyond linking information to the user. The Department has been able to provide school improvement implementation assistance. Through training teachers and administrators in implementing what research says about effective schools, the State should realize school improvement. For example, the Department developed several staff development modules addressing effective schools research. Known as the Tennessee Instructional Model, the Department then provided at least 40 hours of training for school systems in the use of these modules. Over 14,000 teachers and administrators have had training in this model. Thus, the Department has built its dissemination capacity from providing information about effective teaching strategies to technical assistance in implementing these strategies.

Comparisons of Dissemination Activities

The table on the following pages provides a comparison of the dissemination activities before the capacity building project with those at the end of the granting period.

A COMPARISON OF DISSEMINATION ACTIVITIES IN TENNESSEE BEFORE 1978 AND AT THE CONCLUSION OF THE GRANT

Information Resources

Prior to 1978	Present Activities
No central receiving or clearinghouse for request for information.	Requests for information routed to appropriate area or responded to by Project SUPPORT.
Fragmented collection of materials.	Through the ARR system, related materials are catalogued under common areas.
No computer or manual searches of ERIC available to Tennessee educators.	Computerized searching ERIC and other on line data bases found in DIALOG available to classroom teachers, administrators, teacher centers, and Department staff.
No prepackaged information on current issues or innovations in education.	Project SUPPORT prepared and sent information on current research and issues to 142 school systems on a project initiated distribution or educator request basis. Topics included such areas as incentive pay, microcomputers in education, women's equity.

Linker Activities

Prior to 1978	Present Activities
No mechanism for delivery of information to practitioners.	State Department District Office staff, teacher centers, study councils, and others act as linkers for delivering information to practitioners
No communication network between knowledge producers and knowledge users.	Communication procedures established for working with knowledge users.
No assistance in use of information provided to user.	Linkers provide users with strategies for use of information.
Only a few practitioners received information appropriate to educators.	Through turnkey linkage approach, majority of educators in state can be reached with technical assisance provided.

Leadership Activities

Prior to 1978	Present Activities
No assistance in the implementation of an educational improvement or idea.	Teacher center staff, District field staff, and Department staff provide assistance and act as linkers.
Limited staffing for providing information to educators.	Project SUPPORT staff located in Research and Development are capable of providing various types of information to practitioners.
No assistance in identification of needs.	Information on needs assessment available to educators. Teacher centers and District staffs provide technical assistance to teachers and school system personal.

INSTITUTIONALIZATION OF DISSEMINATION ACTIVITIES

Project SUPPORT will continue to be housed in the Office of Research and Development. By keeping Project SUPPORT in its budget, this Office continues to offer ERIC searches and the activities already in place. With the emphasis on school improvement and the Better Schools Program, the Department has increased dissemination activities by adding a Director of Communications during the past year. This person has the responsibility for providing information specific to the Better Schools Program as well as other Departmental activities. Several workshops have been given by the Communications staff to the established linkers.

The commitment of the Department to dissemination activities is also shown in the structure of the District Field Offices. The staff of these offices will continue to act as linkers through providing technical assistance to schools on at least a weekly basis. The electronic network for providing information to these offices and school systems is fully supported by the Department.

APPROACH TO EQUITY ISSUES

Project SUPPORT has maintained specific resources in the ARR system which address equity topics. Several searches and packets of information are in the ARR system which include such areas as bilingual education, minority education, inner city schools, sex equity, women in

education, desegregation, and sex stereotyping. Sample computerized searches on equity topics have been circulated to Department staff and to local school system personnel. The monthly newsletter of the Department has contained equity information from the project such as the Resource and Referral Service Mini-lists, "Women's Educational Equity" and "Developing Individualized Education Programs for the Handicapped Student". Searches are also conducted for those person who need more information than catalogued in the ARR system.

The project has also worked closely with the sex equity and affirmative action staff in identifying current issues. Assistance has also been provided in obtaining funding for Department programs for addressing sex equity and race desegregation.

PROJECT IMPACT

The impact of the project on the Department and education in Tennessee can be judged through the accomplishment of the goals and objectives and on the large emphasis of the Department on dissemination and communication activities. Approximately 600 Educators from across the state had requested information from Project Support each year. These numbers do not include that information and assistance provided by the project on a non-request basis. Workshops and presentations have been given

to teachers and administrators from nearly every school system in the state. The project has trained or assisted in the training of Department district staff, teacher center staff, and librarians who acted as linkers for the project.

Project SUPPORT assisted the Department in implementing the Better Schools Program through providing effective schools research and other needed information to the program developers. Being housed in the Office of Research and Development, the project also had an active role in the development of the observation instrumentation for the Career Ladder Program. The project also acquired printings of "A Nation at Risk" for distribution to each school system in the state. Thus, the project provided necessary support services to one of the greatest reform movements in the history of Tennessee.

The project played a major role in helping Tennessee lead the way in the use of microcomputers in the school. Along with the Research and Development staff, Project SUPPORT assisted in the development of a microcomputer guide for educators. This timely publication provided suggestions for the use of computers in the schools, the hardware needed, and the software needed. The project also assisted in the conduct of workshops on microcomputers.

RECOMMENDATIONS AND FINDINGS

The building of a dissemination capacity at the State level tends to follow what others have found. The project started with awareness activities and one-way communication in the first months of development. As more users became familiar with the services of the project, a two-way exchange of information occurred. The users who tend to use the services of the project more often than others were also interested in being linkers for the project.

The dissemination of information without assistance in the use of the information tends not to promote change. Using teacher centers as linkers was deemed to be a successful approach for bringing about change or new ideas for the classroom. Teachers were able to get assistance from the teacher center staff as promising practices and ideas were provided to these individuals. Informal comments from teachers indicated that peers showing their colleagues how to use information or a promising practice added credibility. Thus, many felt that they were more willing to try a new idea in the classroom.

Unique to the Tennessee project was the use of an advisory committee. An attempt was made to include knowledge producers within the state, knowledge users, policy decision makers, and recognized leaders. In reviewing the impact of this committee, the project staff believes that an advisory group is beneficial to building

dissemination capacity. Since few linkages tend to be established at the onset of new dissemination efforts, the committee helped to identify needs, dissemination strategies, and project direction. Many of the members acted as the first group of linkers. Since some of the members were policy and decision makers, they were able to understand better the importance of dissemination, the necessary linkages, and the role of linkers.

The learnings and knowledge about dissemination gleaned from the project and Department activities include the following:

1. Linkers should be trained in the use of the information they are disseminating. General training in how to disseminate information is not sufficient. Feedback to the Department from school systems indicate better communication and a higher probability of using the information occurred when the linker was knowledgeable about the specific information.
2. Users of information are more responsive when the information is provided in a capsule or summary form. Those who tend to use the information will ask for more detailed information when needed.
3. Anticipation of information needs lends credibility to dissemination services. Thus, it is important that dissemination services stay abreast with current happenings and research.

4. Agreements and procedures concerning the use of information need to be established between the knowledge producer who is within the organization and the disseminator for a new dissemination program to be successful and institutionalized.

5. Quick response time to requests is needed for users to continue using project services.

6. A dissemination advisory committee whose membership is a cross section of information producers, potential users, and decision makers will increase the success of dissemination efforts.

7. Establishing practitioners or users of information as linkers (such as teacher center staff) may increase the chances that an idea or practice will be implemented.

CAREER LADDER PROGRAM

During the final year of the project under federal funding, the project staff provided assistance in the development and implementation of the Career Ladder Program in Tennessee. Following the appendices, Attachment 1 provides a brief description of this program and its successful implementation.

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APPENDIX A

TENNESSEE
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ADVISORY COMMITTEE FOR CAPACITY BUILDING

FOR DISSEMINATION IN TENNESSEE

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APPENDIX B

ARR SYSTEM FILES

NAME OF FILE

- Promising practices for Inform File
- Human resources for Talent Bank
- Exemplary programs, practices, and products
- State department documents from other states
- Information from other state agencies
- Publications from R & D centers
- Publications from private organizations
- Publications from educational organizations
- Teacher education institutions
- Non-state agencies in Tennessee
- Materials on concepts of decision-making
- Materials on conditions affecting change in education
- Linkage concepts and linkage skills
- Inservice program development
- Research findings applicable to educational problems
- Information from TSDE staff

TENNESSEE LEADERSHIP CHAIN
TALENT BANK

--PARTNERS FOR LINKING STAFF DEVELOPMENT--

1982

ROBERT L. MCELRATH, COMMISSIONER
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COLLEGE/UNIVERSITY (FICE CODE): UT KNOXVILLE
CONTACT: ROWELL C GLENNON CONTACTS PHONE: (615)-974-2201
CURRICULUM AREAS: X EARLY CHILDHOOD X MIDDLE GRADES
X SECONDARY GRADES X POST SECONDARY
AREAS OF EXPERTISE: SPECIALIZATIONS:
(1) SPEECH/LANGUAGE IMPAIRMENTS (1) RURAL EDUCATION
(2) TEACHING DEAF/HEARING IMPAIRED (2) INNOVATIVE PROGRAMS
(3) TEACHING L D (3) RESEARCH IN TEACHING
(4) LANGUAGE DEVELOPMENT (4) _____
(5) _____ (5) _____
OTHER: OTHER:

MALO GEORGE E (6/ 1/81)
142 CORDELL HULL BLD NASHVILLE TN 37219 PHONE: (615)-741-7816
TENNESSEE DEPARTMENT OF EDUCATION STAFF
CONTACT: SHORE JOEL CONTACTS PHONE: (615)-741-1761
CURRICULUM AREAS: EARLY CHILDHOOD X MIDDLE GRADES
X SECONDARY GRADES X POST SECONDARY
AREAS OF EXPERTISE: SPECIALIZATIONS:
(1) ADVANCED MATH (1) CURRICULUM DEVELOPMENT
(2) METRIC EDUCATION (2) GRANT PROPOSAL WRITING
(3) REMEDIAL MATH (3) MATH EDUCATION
(4) _____ (4) RESEARCH IN TEACHING
(5) _____ (5) OTHER:SEE LISTING
OTHER: OTHER: PROGRAM EVALUATION

MALONE MARGUERITE G (7/ 1/81)
MEMPHIS STATE UNIVER MEMPHIS TN 38152 PHONE: (901)-454-2365
COLLEGE/UNIVERSITY (FICE CODE): MEMPHIS STATE
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CURRICULUM AREAS: EARLY CHILDHOOD MIDDLE GRADES
X SECONDARY GRADES X POST SECONDARY
AREAS OF EXPERTISE: SPECIALIZATIONS:
(1) READING (1) ADULT BASIC EDUCATION
(2) REMEDIAL READING (2) CURRICULUM DEVELOPMENT
(3) ECONOMICS (3) SUPERVISION,SECONDARY
(4) TITLE I READING (4) INSTRUCTIONAL DESIGN
(5) CIVICS/GOVERNMENT (5) CAREER EDUCATION
OTHER: ECONOMIC EDUCATION OTHER:

MAPLES WALLACE R (6/ 2/81)
BOX 288 MTSU MURFREESBORO TN 37132 PHONE: (615)-898-2894
COLLEGE/UNIVERSITY (FICE CODE): M T S U
CONTACT: WHITE RALPH CONTACTS PHONE: (615)-898-2855
CURRICULUM AREAS: EARLY CHILDHOOD MIDDLE GRADES
X SECONDARY GRADES X POST SECONDARY
AREAS OF EXPERTISE: SPECIALIZATIONS:
(1) _____ (1) ACCREDITATION PROCEDURES
(2) _____ (2) CAREER EDUCATION
(3) _____ (3) FACULTY EVALUATION
(4) _____ (4) FUTURISTICS
(5) _____ (5) _____
OTHER: AEROSPACE EDUCATION OTHER: HIGHER EDUCATION

BEST COPY AVAILABLE

(LIST OF PARTICIPANTS BY SPECIALIZATION)
(CONSULT ALPHABETICAL LIST OF PARTICIPANTS FOR MORE INFORMATION)

SPEC=12 CLASSROOM MANAGEMENT/DISCIPLINE

L_NAME	F_NAME	MI	ADDRESS	CITY	STATE	ZIP
PEACH	LARRY	E	TENN TECH BOX 5032	COOKEVILLE	TN	38501
POPPEN	WILLIAM	A	106 CEB	KNOXVILLE	TN	37916
PREDMORE	DAN	L	201 BROAD ST	CHATTANOOGA	TN	37402
PURVIS	JOHNNY	R	UNIV OF SOUTHERN MIS	HATTIESBURG	MS	39401
RACHELSON	STAN	E	MEMPHIS STATE UNIV	MEMPHIS	TN	38152
REDDICK	THOMAS	L	BOX 5032 TTU	COOKEVILLE	TN	38501
RICH	LYNDALL	M	DEPT OF SP ED REHAB	MEMPHIS	TN	38152
RICHEY	DAVID	D	BOX 5074 TTU	COOKEVILLE	TN	38501
RICHMOND	DELORES	J	SUMMER STREET	KINGSPORT	TN	37664
ROSS	STEVEN	M	MEMPHIS STATE UNIV	MEMPHIS	TN	38152
RUBY	WALTER	M	201 BROAD ST	CHATTANOOGA	TN	37402
RUDOLPH	LINDA	B	AUSTIN PEAY STATE UN			
SADOWSKI	CYRIL	J	PSYCHOLOGY DEPT APSU	CLARKSVILLE	TN	37040
SCALES	MARY	C	1200 FOSTER AVE	NASHVILLE	TN	37210
SCOTT	SHARON	T	PO DRAWER B	ONEIDA	TN	37841
SHARP	JEAN	E	1200 FOSTER AVENUE	NASHVILLE	TN	37210
SHEPARD	KEN	W	HAMILTON AVE	CHATTANOOGA	TN	37405
SINGER	F LORRAINE		BOX 4 MTSU	MURFREESBORO	TN	37132
SPAULDING	ROD	A	2597 AVERY	MEMPHIS	TN	38301
STEVENS	NORMA	Y	BELMONT COLLEGE	NASHVILLE	TN	37203
STOREY	INA	G	112 E HIGH	SOMERVILLE	TN	38068
SUMMERS	BARBARA	G	CENTRAL HIGH SCHOOL	HARTBURG	TN	37887
TALBERT	ELMER GENE	G	TTU BOX 5092	COOKEVILLE	TN	38501
THOMPSON	CHARLES	L	7817 LUXMORE DRIVE	KNOXVILLE	TN	37919
THOMPSON	RODNEY	W	201 BROAD ST	CHATTANOOGA	TN	37402
THURMAN	ROBERT	S	CLAXTON 216 UNIV TN	KNOXVILLE	TN	37916
TOLLESON	SHERWELL	K	BOX 5031 TTU	COOKEVILLE	TN	38501
TOLLETT	DAN	J	323 MCLEMORE ST	NASHVILLE	TN	37213
TOMLIN	CAROLYN	R	45 BY-PASS	JACKSON	TN	38301
TRAVIS	SUSAN	P	213 W WASHINGTON	PARIS	TN	38242
TRENT	JAMES	T	2401 21ST AVE SOUTH	NASHVILLE	TN	37212
TRENT	SHERI	D	2401 21ST AVE S #103	NASHVILLE	TN	37212
TROELSTRUP	RICHARD	L	N DIXIE AVE	COOKEVILLE	TN	38501
TROOTMAN	ANNE	C	DEPT OF SP ED REHAB	MEMPHIS	TN	38152
TURETZKY	JOEL	A	5250 SEA ISLE RD	MEMPHIS	TN	38117
VERMILLION	BILL	H	BOX 87 MTSU	MURFREESBORO	TN	37132
WARREN	KATHRYN		RM 111 CORDELL HULL	NASHVILLE	TN	37219
WASICSKO	M MARK		MEMPHIS STATE UNIV	MEMPHIS	TN	38152
WELCH	OLGA	M	CLAXTON EDUC BLD	KNOXVILLE	TN	37916
WEST	WILLIAM	B	BOX 454 M T S U	MURFREESBORO	TN	37132
WHITMORE	HAROLD	L	BOX 18942A ETSU	JOHNSON CITY	TN	37601
WOLFE	OKIE LEE		BOX 1319 LMU	HARROGATE	TN	37752
WOOLNER	ROSESTELLE	B	MEMPHIS STATE UNIVER	MEMPHIS	TN	38152
ZURHELLEN	HENRY	S		MEMPHIS	TN	38152

N=115

SPEC=13 COMMUNITY P PUBLIC RELATIONS

L_NAME	F_NAME	MI	ADDRESS	CITY	STATE	ZIP
ANDERSON	TRUMAN	G	4501 AMNICOLA HWY	CHATTANOOGA	TN	37406
BARNETT	RALPH	W	124 GOOCH HALL	MARTIN	TN	38343
BAUCH	JEROLD	P	BOX 61 PEABODY COLL	NASHVILLE	TN	37203
BLACK	ED		1838 NORTH PARKWAY	JACKSON	TN	38301
BOSSING	JANICE	N	213 W WASHINGTON	PARIS	TN	38242
BOWMAN	ANNETTE	K	2310 LARKSPUR DRIVE	JOHNSON CITY	TN	37601
BUTLER	E DEAN		EDFD COLLEGE OF ED	MSU MEMPHIS	TN	38152
BYRD	JAMES	H	FARADAY ALCOA CITY S	ALCOA	TN	37777
CARNES	JOHN	D	HIGHWAY 58	HARRISON	TN	37341
CHANDLER	SADIE	A	111 CORDELL HULL	NASHVILLE	TN	37219
COMPTON	SAMUEL	V	4501 AMNICOLA HWY	CHATTANOOGA	TN	37406
CONNELL	JACK	D	10[illegible] E FIFTH AVE	KNOXVILLE	TN	37917
COPELAND	VALERIE	A	4008 SHADY OAK DRIVE	DOLTEWAH	TN	37363
COX	CHARLES	G	UNION & CHARLES STS	GREENEVILLE	TN	37743
CRAIG	DAVID	G	225 MORGAN HALL UTK	KNOXVILLE	TN	37916
CULVER	DEL			JACKSON	TN	38301
DEMOTT	JOHN		MEMPHIS STATE UNIV	MEMPHIS	TN	38152
DIETRICH	WILSON	L	DEPT OF SP ED REHAB	MEMPHIS	TN	38152
EVERHART	RODNEY	D	UTM	MARTIN	TN	38238

project

SUPPORT

for Tennessee Educators

Project
SUPPORT
for
Tennessee Educators
Department of Education
C3-302 Cordell Hull Bldg.
Nashville, Tennessee 37219

SEARCH NUMBER	TITLE OF SEARCH
208	Middle School: An Institution in Search of an Identity
209	The Anatomy of a Good Middle School
210	Language That Works
211	Children Writing: Process and Development
212	Electronic Information Age
213	Business Communications: The New Frontier
214	The Battle to Control What You Will Get from Your Computer
215	Telecommunication Rewrite Tries to Unfetter Industry
216	Communication Industry Widens Use of 'Unguided' Beams of Light
217	Those Amazing Electronic Brains: A Lifetime Learning Minicourse
218	Communication Education
219	Computer-Communications Services
220	Competency Testing
221	Developmental Kindergarten Program
222	Mother-Infant Interaction
223	Mental Health Programs
224	Cerebral Palsy and Related Developmental Disabilities: Prevention and Early Care/ Bibliography
225	Simulation of Educational Finance
226	Consumer Education Resource Guide
227	Women and Higher Education
228	Women and Career Education
229	Women's Issues

project support for Tennessee Educators

HOW CAN INFORMATION HELP YOU?
WHAT INFORMATION IS AVAILABLE WHEN YOU NEED IT?

ACTIVITY OCCASIONING INFORMATION NEED OF SDE CLIENTS	TYPE OF INFORMATION NEEDED (suggestive, not all-inclusive)	PRODUCTS SUPPORT CAN DELIVER
1. Plan and design workshops or inservice sessions	1. . lists of available audio-visual/non-print media . curriculum guides, teacher-developed materials . journal articles . program/project descriptions . bibliographies, state-of-the-art reviews . speeches, conference reports . suggestions for speakers and consultants	1. Computer-printed annotated bibliographies followed by Microfiche of documents included in ERIC collection and journal articles (upon request of user for specific documents and articles) Non-computerized bibliography Descriptive materials of validated projects from across the United States Resumés of promising programs and products developed by local schools in Tennessee (and contained in SUPPORT's Inform File) Resumés of materials for purchase listed in Catalog of NIE Products Resumés from Tennessee Talent Bank of supporting speakers and consultants

ACTIVITY OCCASIONING INFORMATION NEED OF SDE CLIENTS	TYPE OF INFORMATION NEEDED (suggestive, not all-inclusive)	PRODUCTS SUPPORT CAN DELIVER
2. Update knowledge base, skills and/or competencies	2. . research and/or technical reports . annual reports, yearbooks . journal articles (particular to specified journal) . theses, dissertations . speeches, conference reports . questionnaires, tests, measurement or evaluation devices . bibliographies, booklists or book reviews, etc. . program/project descriptions . legislation, legislative hearings . teaching, resource guides . curriculum guides, teacher-developed materials . suggestions for consultative services . books, monographs, textbooks, programmed texts,etc. . lists of available audiovisual, nonprint media	2. Computer-printed annotated bibliographies followed by Selected microfiche of documents included in ERIC and journal articles Non-computerized bibliography Descriptive materials of validated projects from across the United States Resumés of promising programs and products developed by local schools in Tennessee (and contained in SUPPORT's Inform File) Resumés from Tennessee Talent Bank of supporting speakers and consultants
3. Write article or develop publication	3. . resource guides, administrative guides, manuals . legislation, legislative hearings, legislative reports, congressional documents	3. Computer-printed annotated bibliographies and selected ERIC microfiche and journal articles

ACTIVITY OCCASIONING INFORMATION NEED OF SDE CLIENTS	TYPE OF INFORMATION NEEDED (suggestive, not all-inclusive)	PRODUCTS SUPPORT CAN DELIVER
3. (cont'd.)	3. (cont'd.) . journal articles . program/project descriptions . bibliographies . reports	3. (cont'd.) Non-computerized bibliography
4. Write peech	4. . journal articles . program/project description . reports	4. Computer-printed annotated bibliographies and selected ERIC microfiche and journal articles Non-computerized bibliography
5. Survey literature to develop proposal for funding	5. . guides . legislation . journal articles . program/project descriptions . bibliographies	5. Computer-printed annotated bibliographies and selected ERIC microfiche and journal articles Non-computerized bibliography
6. Respond to information request from local school system	6. (Dependent on type of information requested and nature of need)	6. (Dependent on nature of request)

ACTIVITY OCCASIONING INFORMATION NEED OF SDE CLIENTS	TYPE OF INFORMATION NEEDED (suggestive, not all-inclusive)	PRODUCTS SUPPORT CAN DELIVER
7. Design survey or questionnaire	7. . questionnaires, tests, measurement and/or evaluation devices	7. Computer-printed annotated bibliographies and selected ERIC microfiche and journal articles
8. Complete committee assignment	8. (Dependent on nature of assignment)	8. (Depend on nature of request)
9. Consult with individual or committee at local school system level	9. . curriculum guides, teacher-developed materials,etc . resource, study guides . journal articles . program/project descriptions . reports . suggestions for speakers and consultants	9. Computer-printed annotated bibliographies and selected ERIC microfiche and journal articles Resumés from Tennessee Talent Bank of supporting speakers and consultants
10. Prepare for study, accreditation or approval committee assignment	10. . program/project descriptions . quantitative data and analyses, etc.	10. Computer-printed annotated bibliography and selected ERIC microfiche and journal articles
11. Develop state-of-the-art review or report	11. . state-of-the-art reviews	11. Computer-printed annotated bibliography and selected ERIC microfiche and journal articles Non-computerized bibliography

ACTIVITY OCCASIONING INFORMATION NEED OF SDE CLIENTS	TYPE OF INFORMATION NEEDED (suggestive, not all-inclusive)	PRODUCTS SUPPORT CAN DELIVER
12. Make recommendations concerning identified issues, problems	12. . legislation, legislative hearings, legislative reports . journal articles . research and technical reports	12. Computer-printed annotated bibliography and selected ERIC microfiche and journal articles Non-computerized bibliography

APPENDIX C

LEVELS OF USE OF PROJECT SUPPORT [1]

Level 0: Non-use

Stage in which the user has little or no knowledge of the project, no involvement with the project, or is doing nothing toward becoming involved.

Level 1: Orientation

Stage in which the user has acquired some preliminary knowledge of the project and is exploring its effect on one's own classroom or work assignment.

Level 2: Preparation

Stage in which the user is preparing for use of Project SUPPORT.

Level 3: Routine use

Stage in which the user relies on Project SUPPORT as an information source.

Level 4: Application

Stage in which the user applies information in the classroom or other settings.

Level 5: Acceptance

Stage in which the user offers modification suggestions to various components of Project SUPPORT.

[1]Adapted from "Procedures for Adopting Educational Innovations" Center for Teacher Education, University of Texas at Austin, 1975, NIE Contract No. NIE-C-74-0087.

APPENDIX D

AGENDA
Teacher Centers as Dissemination Linkers:
A Professional Development Workshop

Fairfield Glade, Crossville, TN
March 26, 27, 28th, 1981

March 26

1:00 p.m. General Session
"The Importance of Dissemination; Using Teacher Centers as Linkers:
National Perspective: Ed Ellis, National Institute of Education
State Perspective: Joe Minor, Deputy Commissioner, Tennessee Department of Education.

"Teacher Totality:" The Growth of Self; The Making of a Teacher'' Marti Richardson, Director, Knoxville-Knox County Teacher Center.

"Project Support:" Charles Moffett, Director, Project Support.

"Networking Through Your Local Public Library:" Kay Culbertson, Librarian and Archivist, State of Tennessee.

BREAK

Workshop: "The Role of the Policy Board in a Teacher Center", Bill Tomlinson, Assistant Vice-President, Director of Training and Employee Relations, Commerce Union Bank.
Alanson Van Fleet, College of Education, University of Tennessee.

5:00 p.m. Wine and Cheese

7:00 p.m. Dinner

8:00 p.m. Each Policy Board may want to meet individually in the evening. (Optional)

March 27

8:00 - 2:00 <u>Rotating Groups Through The Following Four Sessions:</u>

Session Times
8:00 - 9:00
9:15 - 10:15
10:30 - 11:30
11:45 - 1:00 lunch
1:00 - 2:00

A. "How to Make Your Policy Board Meeting Effective." Charles Tollett Assistant Superintendent, Cleveland City Schools.

B. "Linker Training." Martin McConnell, Director, Tennessee State Facilitator Project.

C. "Dissemination as Change." Bill Tomlinson, Commerce Union Bank.

D. "Marketing and Sales Techniques in Education:" Jack Sanders, Director, Educational Services Office, Appalachia Educational Laboratory.

2:00 - 5:00 "Concerns Based Consulting Skills-Levels of Use of an Innovation", Denny Smith, Learning Resource Center, Memphis State University.

6:00 Dinner

Evening Sessions

Choose one session (25 people maximum limit)

7:00 - 9:00 A. "Stress Management", Dr. Wayne Richard, Clinical & Consulting Psychologist, Stress Management Associates.

7:00 - 8:00 B. "Tennessee Inservice Guidelines", Joe Minor, Chief, Curriculum Services, Tennessee Department of Education.

7:00 - 8:00 C. "Evaluating Models for Teacher Centers", Jack Sanders, Appalachia Educational Laboratory.

March 28 The conference will be split into two groups. Each group will participate in activities A. & B.

8:00 - 12:00 A. Diffusion Game.

B. Simulation Activity - Problem Solving.

12:00 Lunch and Milage Reports.

CONTACT

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Dyer County Teacher Center
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Knoxville City/Knox County Teacher Center
Marti Richardson, Director
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Knoxville, TN 37917
(615)-525-7044

Metro Teacher Center
Randy Randalls, Director
Ransom Center
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Nashville, TN 37205
(615)-259-5706

Jinx Bohstedt, Director
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Oak Ridge, TN 37830
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Robertson County Teacher Center
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Robertson County Schools
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Springfield, TN 37172
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Warren County Teacher Center
Donna Trevathan, Director
William Biles School
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McMinnville, TN 37110
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Weakley County Teacher Center
Polly Cross, Director
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Dresden, TN 38225
(901)-377-1185

Van Latture, Director
Brentwood High School
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Brentwood, TN 37027
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Nashville, TN 37219

Barbara Adkisson - (615)-741-7856
Mary Ladd - (615)-741-7816
George Malo (615)-741-7816
Joe Minor (615)-741-7816

Martin McConnell
Tennessee State Facilitators Project
c/o Bureau of Educational
Research and Service
University of Tennessee
Knoxville, TN 37996-3504
(615)-974-4165

10 reasons why YOU should know about

Centers are **RESPONSIVE** by keeping abreast of current educational trends, school systems' priorities and individual needs. The flexibility enables teachers immediate access to information and programs.

STAFF DEVELOPMENT

An ever changing world demands the professional growth of educators. Centers meet this demand through workshops, renewal courses, in-service training and research.

Centers value professionalism in a **SUPPORTIVE** atmosphere.

COST EFFECTIVE

Nine (9) Tennessee Teacher Centers serve 16,489 educators in 23 school systems for $1.59 per teacher per year in order to promote the achievement and well being of 248,500 students.

Teachers tap: books, materials, experts and colleagues to foster their own **RESOURCEFULNESS**

TEACHER CENTER NETWORK

STATEWIDE

Continuity of Programs - -
Informing
Exchanging
Communicating
Disseminating
Linking Local
Regional and
State Educators

Teacher Centers promote **LEADERSHIP**

Teachers designate, plan and implement the in-service activities which strengthen them professionally.

PARTICIPATION

Pre-service and in-service educators, K- 12, parents, community, professors and State Department of Education

TECHNOLOGY

Training With:
Computers
Video Equipment
Audio-Visual Aids
Production Equipment
for effective use.

Teachers **CHALLENGE** themselves and each other to nurture and renew their skills.

APPENDIX E

project support for Tennessee Educators

PURPOSE:

The Tennessee Department of Education is involved in a process that will help local school systems improve education for Tennessee students. A fresh approach for achieving this objective is Project SUPPORT for Tennessee Educators. Through special funding administered through the National Institute of Education, an educational information retrieval system has been developed to assist local educators in a systematic approach to the acquisition of educational research and to the solution of education problems.

ROLES AND FUNCTIONS:

In a leadership function, Project SUPPORT will consolidate intra-department resources through the use of a Resource Identification Survey and will correlate dissemination of all relevant information from the state agency.

Local school system personnel may contact their district office of Tennessee Department of Education or appropriate teacher center to gain access to the information in Project SUPPORT. If they prefer, they may make their request directly to Project SUPPORT.

INFORMATION SOURCES:

Computerized searching of data bases of education information are facilitated by Project SUPPORT. In addition to these commercial data bases, Project SUPPORT is developing two information files unique to Tennessee: The Inform File, containing descriptions and locations of exemplary programs and practices, and the Tennessee Talent Bank, listing names of educational consultants available within the state.

CLIENTS:

Services of Project SUPPORT are available at no charge to Tennessee educators: superintendents, principals, supervisors, teachers, and TSDE personnel. Local school systems are the primary clients.

Project SUPPORT
for
Tennessee Educators
C3-302 Cordell Hull Bldg.
Nashville, Tennessee 37219
(615) 741-2421

support for Tennessee Educators

what's it all about?

PROJECT SUPPORT FOR TENNESSEE EDUCATORS IS THE "INFORMATION CENTER" LOCATED WITHIN THE STATE DEPARTMENT OF EDUCATION. PROJECT SUPPORT EXISTS TO RESPOND TO YOUR REQUESTS FOR INFORMATION

When might you find it useful to contact Project Support? Whenever you need current information! Here are some examples of ways of utilizing our services:

- *planning workshops or inservice meetings*
- *identifying exemplary programs, practices, and products that meet local needs*
- *designing or revising curriculum guides, lesson plans, learning packets, etc.*
- *developing proposals for special funding*
- *writing articles, manuals, or other publications*
- *improving professional skills and competencies*
- *securing information in connection with job-related duties and responsibilities*

What kinds of references might you request from Project SUPPORT? You may wish to receive all information available on a specific topic or you may wish to limit your request to one or more of the following types of documents:

- *curriculum guides*
- *teacher-developed materials*
- *program or project descriptions*
- *bibliographies*
- *research reports*
- *conference reports and speeches*
- *teaching/resource guides*
- *journal articles*
- *tests, measurement or evaluation devices*
- *state department documents from other states*
- *suggestions for speakers and consultants*

What sources of information does Project SUPPORT use in responding to the needs of Tennessee educators?

- *National information banks such as ERIC (Educational Resources Information Center). Project SUPPORT provides annotated bibliographies on requested subjects. These bibliographies result from computerized literature searches of these national information banks. Copies of requested microfiche are sent to the district office nearest the requestor where fiche readers have been supplied by this project.*

- *An Inform File of educational programs, practices, and products that are effective from (a)nationally validated programs, such as those in the National Diffusion Network, to (b)programs that have been validated by Tennessee's Title IV specifications, to *(c)practices, products, and ideas which come from local classrooms and which seem to be working effectively in that particular setting. These sources cover almost all subject areas and have contributed enough information to this in-state sharing system to give the inquirer a thorough overview.*

* *A Tennessee Talent Bank lists resumes of educational consultants available within the state to offer consultative services or speaker services and serves as a referral agent in matching quality sources with specific requests.*

* *A Departmental Services Handbook will be developed and distributed throughout the SDE in order to facilitate better use of each division and to enhance communication among segments.*

* *To be developed this year by Project SUPPORT*

HOW CAN PROJECT SUPPORT HELP YOU?

INTERESTED IN:

IMPROVED CLASSROOM MANAGEMENT. . .

STUDENT MOTIVATION. . .

BETTER UNDERSTANDING OF STUDENT BEVIOR. . .

CONSUMER EDUCATION. . .

SCHOOL DISCIPLINE. . .

DESIGNING SUCCESSFUL WORKSHOPS. . .

EDUCATIONAL CHANGE. . .

MAINSTREAMING HANDICAPPED STUDENTS. . .

BASIC SKILLS. . .

TEXTBOOK EVALUATION. . .

EDUCATIONAL COOPERATIVES. . .

INDIVIDUALIZED INSTRUCTION. . .

ASSESSMENT OF TEACHER COMPETENCIES. . .

ENVIRONMENTAL EDUCATION. . .

IDENTIFICATION OF LEARNING DISABILITIES. . .

TEACHER CENTERS. . .

PUBLIC SCHOOL FINANCING. . .

STUDENT RIGHTS. . .

MINIMUM COMPETENCY TESTING. . .

IF SO. . . PROJECT SUPPORT CAN HELP!

FOCUS ON TECHNOLOGY

First
Annual Statewide
Educational Technology
Conference

March 30-31, 1984
Holiday Inn-Briley Parkway
Nashville, Tennessee

Sponsored by:

Tennessee
Department of Education

TENNESSEE DEPARTMENT OF EDUCATION
MICROCOMPUTER ACTIVITIES

Microcomputer Committee

A microcomputer committee composed of local school system personnel, state department staff, and higher education personnel, has been established to advise the state on various activities relating to microcomputers in education. The committee has developed a computer literacy course for 7th and 8th grades and has begun revising computer science course offerings at the high school level.

Microcomputer Newsletter

The first issue of a quarterly newsletter was sent to all school systems in November. This newsletter will be a part of the Tennessee Education Newsletter which is published by the Tennessee Department of Education. Information for the microcomputer section of the newsletter can be submitted to Stan Hamilton, Room 135 Cordell Hull Building, Nashville, TN 37219.

State Contract for Purchasing Microcomputers

School systems may purchase computers and peripherals from a state contract. Although schools are not required to use state contracts, prices may be better than the price received by an individual school system. The purpose of the nine vendor contract is to set benchmark prices for schools and to eliminate the cost and paperwork of the bid process at the local school system level. If schools choose not to use the state contract, regulations and local policies governing competitive bidding must be followed.

Electronic Data Collection

The state realizes the burden placed upon schools in the collection of data. The Division of the Handicapped is planning to collect census data via a microcomputer. This will allow school systems to send their data on a diskette to the state. At present three manufacturers have demonstrated that their machines can transfer data via diskette to the State Department's minicomputer. These are the Apple II+, the Radio Shack Model III, and IBM PC. Paper and pencil forms can still be used. It is hoped that other data will be collected in this manner.

Project BEST

Tennessee is one of 41 member states in Project Best (Basic Education Skills through Technology) a federally funded cooperative effort involving educational decision makers at all levels and the private sector in the planning and use of modern information technologies to improve basic skills teaching and learning. Technology is not only the focus of the project, but also the means by which sharing and gathering of information will take place.

Microcomputer Guide

The state has prepared a microcomputer guide for local school systems. This guide includes such topics as: uses of microcomputers in the schools, hardware selection, software selection, terminology, and bibliographies. Copies of the guide have been given to all school superintendents and special education directors.

Minnesota Educational Computing Consortium (MECC)

The State Department has joined MECC in order to provide software that runs on the Apple II+ (and a few programs that run on the Atari) to school systems. Each system requesting software will receive 10 free diskettes and guides of various MECC programs. A contact person at the school system level has been identified by superintendents. After the 10 free diskettes, schools wishing other MECC programs may send blank diskettes to the department for duplication. Only Apple programs can be duplicated. The software will be distributed through the nine Educational Service Centers.

Microcomputer Lab

A microcomputer lab has been set up in the Cordell Hull Building. Betty Latture is the specialist in charge of the lab. Apple, Radio Shack, Monroe, and Texas Instrument computers are in the lab with other brands to be added in the near future. Software from various companies is also available for review.

Software and Hardware Specialists

The Department of Education has established software and hardware positions for providing assistance to local school systems through the district service centers. Betty Latture is the software specialist and Ralph Day is the hardware specialist.

COMPUTER SKILLS NEXT

On January 7, 1982, the State Board of Education adopted a proposal for implementing computer literacy courses for all 7th and 8th grade students in Tennessee by 1985. The proposal deals with teacher training, curriculum content, hardware needs, and support services, such as software clearinghouses and a telephone "hot-line" for local school systems.

BEST COPY AVAILABLE

Electronic Mail

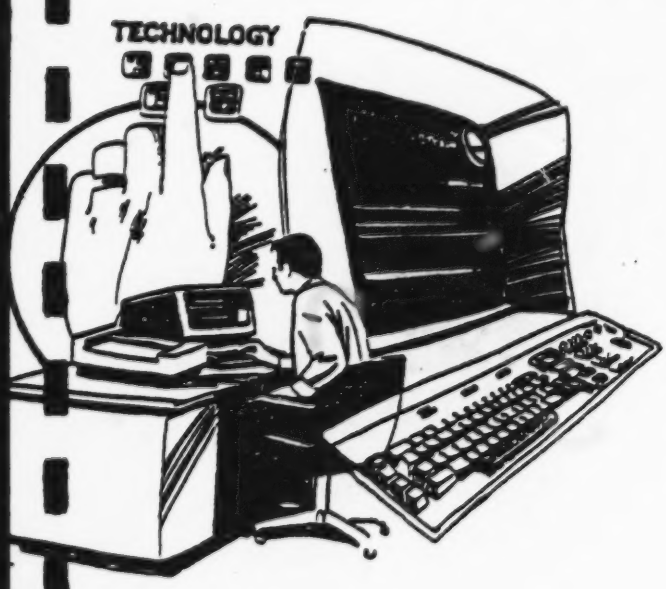
Through Project BEST, the state is presently on a national electronic mail network with 41 other states plus the federal government and some professional organizations. The Division of the Handicapped is also on an electronic mail network called SpecialNet. Electronic mail allows accessing and sharing information via a data terminal or computer and a telephone. The state is examining this type of a network for Educational Service Centers. At the present time it is not economically feasible for statewide communications with local school systems, but it is a long range goal.

ETV

ETV stations are participating in a project being developed by the agency for Instruction Television. One of the purposes of the project is to improve the problem-solving skills of students in grades six through eight through the use of brief instructional television programmes and related microcomputer courseware.

BASIC SKILLS FIRST Management Program

A management program that runs on the Apple II+, Radio Shack Model III, and the Commodore Pet 4032 has been developed for use by schools participating in the BASIC SKILLS FIRST Program. This year, seventy-six schools are participating in a pilot program using the management system. State funds have been provided for the purchase of a scanning device and a printer for this project.



Video Teleconferences

Through Project BEST, the state participated in a national video teleconference with Secretary Bell. Two other conferences were held for communication among the states to address various issues and problems in microcomputer technology. Through video teleconferencing, both picture and voice are transmitted in a live situation usually via satellite, microwave, or land lines. Thus, interaction among participants can occur. The state is studying this form of technology for possible future use in conducting workshops and other activities.

Microcomputer Workshops

Three regional workshops for local school system personnel were conducted by the Department of Education and Appalachia Education Laboratory during September. Other workshops have been provided throughout the year.

Resource Bank

A resource talent bank, listing persons capable of providing technical assistance to school systems in the area of computers, has been developed by the department. Reference copies are available in the Educational Service Centers.

Project SLATE

The State Department has been approved to participate in Project SLATE, a federal grant for free technical assistance in setting standards and priorities for electronic learning technology and microcomputer software.

Project SUPPORT

Project Support is an educational information retrieval service funded by the National Institute of Education. The project was developed to assist K-12 educators of Tennessee in acquiring educational research and information for better educational problem solving. (The project does have access to ERIC and other computerized data bases.) Mary Ladd is the specialist in charge of the project.

1/83

For names of individuals responsible for these programs please contact the Office of Research and Development, Room 135 Cordell Hull Building, Nashville, Tennessee 37221, (615) 741-5515.

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Education In Action: Improving Learning in Tennessee
Education Fair
University of Tennessee-Nashville
August 14-15, 1979

Seminars outlining a process of planned improvement
Classroom, Building, School System Levels

- *How to conduct a needs assessment*
- *How to match needs with available programs*
- *How to manage program implementation*
- *How to evaluate programs*

Discover what's going on to improve learning in Tennessee
All areas of Instruction, K-12

- *Exhibits of programs resulting from an improvement process*
- *Workshops, demonstration, discussion groups on Tennessee programs*
- *Student needs for the 1980's and 90's*
- *Contact with people interested in Educational improvement*

Tuesday, August 14

9:00-10:00	Fair announcements, orientation, and check-in.
10:00-11:30	Keynote address—Dr. Don Tubbs, Assistant Superintendent Huntsville, Alabama Public Schools
11:30- 1:00	Box Lunch at UTN
1:00- 4:00	Small group sessions and program exhibits

Wednesday, August 15

9:00-12:00	Small group sessions and program exhibits
12:00- 1:30	Lunch
1:30- 3:30	Small group sessions and program exhibits

Please Return this form by August 1. Motels holding rooms with special rates are listed on the back of this brochure.

Pre Registration Form ***The Fair is free of charge to Tennessee educators.***

YES! I want to be part of what's happening. Please register me for the Education Fair.

NAME _____

POSITION _____

SCHOOL SYSTEM _____

☐ Please reserve a box lunch for me Tuesday, August 14. Enclosed is my check for $3.50 made out to UT-Nashville.

Mail this form by August 1 to: *Susan Hudson, Dissemination Specialist*
140 Cordell Hull Building
Nashville, Tennessee 37219

Pre Registration is important so we can reserve box lunches and parking spaces.

ATTACHMENT 1

TENNESSEE'S CAREER LADDER PROGRAM

The Career Ladder Program is a bold new program which is designed to attract, retain, and reward outstanding educators in Tennessee. Over ninety percent of Tennessee's teachers have voluntarily entered the program. There are five levels on the Career Ladder Program for teachers and three levels on the Career Ladder Program for administrators.

The five levels of the teacher Career Ladder are probationary, apprentice, Career Level I, Career Level II and Career Level III. Position on the ladder is determined by years of experience and by evaluation of performance. Evaluation of teachers at the first three levels--probationary, apprentice and Career Level I-- is done by local school systems. New teachers after July 1, 1984 must serve a one-year probationary period and then can be recommended for a three-year apprentice certificate. After completion of a three-year apprentice period, a teacher may qualify for a Career Level I certificate. This certificate is good for five years and may be renewed, based upon continuing performance. A Career Level I teacher receives a $1,000 incentive for a regular ten-month contract.

Career Level II and III certificates are obtained through state conducted evaluation. A team of three peer teachers conduct an extensive evaluation of each Career Level II or Career Level III candidate. The evaluation includes six classroom observations; questionnaires administered to peers, students and the school principal; a one-hour dialogue session with each evaluator; and a written test. Scores from all the evaluation processes are combined to determine whether a teacher meets the qualifying standard for Career Level II or III.

A Career Level II teacher receives a $2,000 incentive for a ten-month contract and a $4,000 incentive for an eleven-month contract. A Career Level III teacher receives $3,000 for a ten-month contract, $5,000 for an eleven-month contract, and $7,000 for a twelve month contract. Career Level II and III certificates are good for five years and may be renewed if teachers continue to meet performance standards.

A similar Career Ladder Program exists for principals, assistant principals, and supervisors. There is a provisional certificate which is non-renewable, a Career Level I certificate, and a Career Level II certificate. State employed peer evaluators conduct extensive evaluations of Career Level I and II administrators. A Career Level I certificate is valid for five years and includes a $4,000 incentive for an eleven month contract. A Career Level II

certificate is valid for five years and includes a $7,000 incentive for a twelve-month contract. Career Level I and II certificates are renewable if administrators continue to meet performance standards.

Tennessee is the first state in the nation to pay its best teachers and administrators more for doing a better job. During 1984-85 over 1,200 educators reached the upper levels of the Career Ladder, and many more are being evaluated during 1985-86. The Career Ladder Program will make teaching a more attractive career for our brightest students and will reward educators who do an excellent job in our schools.